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but comprehensive epitome of his knowledge of zoölogy, rather than to present the essential facts of the science in the logical sequence in which the student should meet them in his everyday work. In this connection the absence of descriptions of type-forms, which is such an important feature of the excellent text-book of zoölogy by Parker and Haswell, is to be regretted. Moreover, it is the experience of most teachers that a real interest in the comparative anatomy of animals must be preceded by an interest in the animals as living organisms. The activity in nature-study in primary and secondary schools has created a need for text-books which will develop such an interest in the common animals of the American fauna. Such a need no German text-book can fill, and it would be well if the energy of the publishers could be diverted from the task of procuring translations of successful foreign publications to that of producing American text-books better adapted to the needs of our educational system.

On the other hand, Hertwig's text-book of zoölogy will doubtless find a place as a book of reference on the table of many teachers in secondary schools, and of the university student, although in these cases it must contest the field with many other text-books of English and American authorship, including Professor Kingsley's own excellent text-book of vertebrate zoölogy.

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#### BOOKS RECEIVED.

[The notice here given does not preclude the publishing of a comprehensive review of any of these books.]

*Animal Structures: A Laboratory Guide in the Teaching of Elementary Zoölogy.* By DAVID STARR JORDAN AND GEORGE CLINTON PRICE.

New York: D. Appleton & Co. Pp. 99. \$0.50.

This does for zoölogy what Caldwell's manual (in this same series) did for botany.

*Descriptive Chemistry.* By LYMAN C. NEWELL. Boston: D. C. Heath & Co. Pp. vi+590. \$1.20.

The preface states that this book is intended for teachers who wish to emphasize the facts, laws, theories, and applications of chemistry. The treatment of the application of chemistry to well-known industries, such as the manufacture of illuminating gas, acids, steel, bleaching powders, soap, paper, etc., adds materially to the interest and usefulness of the book. Mr. Newell's former book was well received, and if one may judge from the care taken by the author to have the various chapters well reviewed by chemists of many points of view, this book ought to be even more successful.

*Animal Studies.* By D. S. JORDAN, V. L. KELLOGG, AND H. HEATH. New York: D. Appleton & Co. Pp. vi+460. \$1.25.

This is intended to be a complete and compact treatment of elementary zoölogy, especially for those institutions of learning which prefer to find in a single book an ecological as well as a morphological survey of the animal world. The illustrations and general finish of the book are excellent, as becomes a member of the "Twentieth Century Series."

*Merimée's Colomba.* Edited by H. P. WILLIAMSON. American Book Co.  
Pp. 220. \$0.40.

The notes, both historical and explanatory, are contained in the vocabulary. The editor recommends it for first-year classes.

*The Corona Song Book.* By W. C. HOFF. Boston: Ginn & Co. Pp. 362.  
Mailing price, \$1.20.

This is a collection of choruses designed for the use of high schools, grammar schools, academies, and seminaries. This is a handsome and useful book, and we hope that it will help to stimulate an interest in the more frequent use of good music in the opening exercises of our high schools.

*Chateaubriand's Les aventures du dernier abencerage.* Edited by J. D. BRUNER. American Book Co. Pp. 96. \$0.30.

This is for rapid reading in the first year of the student's course in French.

*The Wonder-Book of Horses.* By JAMES BALDWIN. New York: The Century Co. Pp. 250.

Here are eighteen stories of horses of olden times, mythical and otherwise, the most interesting of which to a boy—for this is a boy's book—is that of Bucephalus. We hope that this will be followed by stories of horses of a later date.

*Geography Manual—Elements and Grammar School.* By A. E. FRYE. Boston: Ginn & Co. Pp. 78.

*Manual to Accompany Lessons in Language and Grammar.* By H. S. TARBELL AND MARTHA TARBELL. Boston: Ginn & Co. Pp. 68.

*The Philippines.* By SAMUEL MCCLINTOCK. American Book Co. Pp. 105.  
\$0.40.

This is a geographical reader consisting of short descriptive chapters on the principal islands of the Philippine group, their provinces and towns, and many of the interesting customs of the natives. It is well illustrated.

*Reynard the Fox.* By E. L. SMYTHE. Pp. 122. \$0.30.

*Homeric Stories.* By F. A. HALL. Pp. 200. \$0.40.

These are the latest additions to the "Eclectic Series" of school readings.

*Natural Number Primer.* By DAVID GIBBS. American Book Co. Pp. 107.  
\$0.25.

This book is called natural, and purports to embody the easiest method of having a boy become aware of the first steps in number.

*Art of Class Management.* By JOSEPH S. TAYLOR. New York: E. L. KELLOGG. Pp. 113. \$0.80.

This is a valuable little handbook for the young teacher. Mr. Taylor's idea of the place of justice as the basis of school discipline commends the book to us.

*Education through Nature Study.* By JOHN P. MUNSON. New York: E. L. KELLOGG. Pp. 300. \$1.25.

The author is the teacher of biology in a normal school, and this book is the result of his lectures tested within and without the school.

*Treasure Island.* Edited by THEDA GILDEMEISTER. Chicago: Rand McNally Co. Pp. 328.

This book of Stevenson's is particularly interesting to the students in the early high-school grades, and is here published in a very attractive form.

*A First Book in Business Methods.* By W. P. TEDER AND H. E. BROWN. Chicago: Rand McNally & Co. Pp. 271.

This book is an attempt to provide a body of practical information pertaining to business matters in a form sufficiently simple for use in the eighth, ninth, and tenth grades.

*The Lighting of School Rooms.* By STUART H. ROWE. New York: Longmans, Green & Co. Pp. 94. \$1.08.

The purpose of this book is to present the principles on which the lighting of a school building depends and the arguments necessary to establish them. A hasty glance through the book reveals a number of points of excellence of a very practical nature, which we hope to examine more closely. There was a place for just such a book as this.

*Nature Study: One Hundred Lessons about Plants.* By D. W. DENNIS. Marion, Ind.: O. W. Ford & Co. Pp. 170.

This is an interesting book, and a decidedly practical help to the elementary-school teacher who has not had the advantages of a thorough scientific course, but who wishes to introduce the children into a world of nature which she also can understand. The illustrations add immensely to the value of the book.

*General Zoölogy.* By C. W. DODGE. American Book Co. Pp. 512. \$1.80.

This book is intended for high schools and colleges, and is a revision and rearrangement of Orton's *Comparative Zoölogy*.

*An Easy First French Reader.* By L. C. SYMS. American Book Co. Pp. 195. \$0.50.

*Memoirs of a Child.* By ANNIE S. WILSON. New York: Longmans, Green & Co. Pp. 169.

In an easy conversational style, bright, sometimes witty, and nearly always interesting, there are suggestions made that all parents and teachers might consider with profit to their children and comfort to themselves.

*La Mare au Diable.* Edited by LEIGH R. GREGOR. Boston: Ginn & Co. Pp. vi+100. \$0.35.

*The Trinummus of Plautus.* Edited by H. C. NUTTING. Boston: Benj. H. Sanborn. Pp. vi+79. \$0.60.

*Plane Trigonometry.* By JAMES M. TAYLOR. Boston: Ginn & Co. Pp. 171.

This book is designed to meet the needs of beginners who wish to master the fundamental principles of trigonometry.

*Physical Laboratory Manual.* By S. E. COLEMAN. American Book Co. Pp. 234. \$0.60.

The author's point of view is that the laboratory work will precede the recitation, but may itself be preceded by experimental work by the teacher.